

MIDDLE SCHOOL PRACTICAL LIVING/VOCATIONAL STUDIES

Saving Money for Music Cassettes

6. Your friend wants to buy several music cassettes. He gets a small weekly allowance, but tends to spend this money soon after he receives it. He has asked you for your advice on ways to save the money needed for the cassettes.
- a. Identify **three** different strategies your friend could use to save the money needed for the music cassettes. Be specific.
 - b. Fully explain why each strategy is an effective way to save money. Be specific.

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three strategies the friend could use to save the money needed for the music cassettes and fully explains why each strategy would be effective.
3	Student identifies two or three strategies the friend could use to save the money needed for the music cassettes and fully explains why two of the strategies would be effective OR Student identifies three strategies the friend could use to save the money needed for the music cassettes and generally explains why each strategy would be effective.
2	Student identifies up to three strategies the friend could use to save the money needed for the music cassettes and fully explains why one of the strategies would be effective OR Student identifies two or three strategies the friend could use to save the money needed for the music cassettes and generally explains why two of the strategies would be effective. OR Student identifies three strategies the friend could use to save the money needed for the music cassettes, with limited or no explanation.
1	Student demonstrates minimal understanding (e.g., student identifies two strategies the friend could use to save the money needed for the music cassettes, and generally explains why one strategy would be effective).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of specific strategies to save money:

- Ask parents/guardians to hold back all or part of the allowance each week.
- Save half the money each week and allow himself to spend the other half.
- Put all or some of the money in a safe "hiding" place at home. Must give specific example of such a place (e.g., a piggybank, a special box).
- Develop a personal budget that includes savings as a regular (fixed) expense.
- Compare prices when shopping; buy generic products rather than name-brand products.

MIDDLE SCHOOL READING

Brian's Winter

5. This passage from *Brian's Winter* tells the story of an adventure in the wilderness.
- a. Identify two events that are described in the passage.
 - b. Compare the feelings that Brian had during each of these events. Use details from the passage to support your answer.

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies two events from the passage and clearly compares the feeling that Brian had during each of those events. Student uses details from the passage to clearly support the answer.
3	Student identifies two events from the passage and generally compares the feeling that Brian had during each of these events. Student uses details from the passage to generally support the answer.
2	Student identifies two events from the passage and gives a limited comparison of Brian's feelings during each of these events.
1	Student demonstrates minimal understanding (e.g., student identifies an event and/or feeling(s) from the passage).
0	Student's response is totally incorrect or irrelevant.
Blank	No Student Response

Examples of Events:

Brian woke up suddenly.
 Brian appeared.
 Bear hit Brian.
 Brian cried out.
 Brian arrived.
 Betty arrived.
 Betty sprayed the bear.
 Bear rolled backwards.
 Brian rewarded Betty with meat.
 Brian lay back in his sleeping bag.
 Brian went to sleep.

Examples of feelings:

Lonely
 Scared
 Warm and comfortable
 Surprised
 Afraid
 Pain
 Relief
 Confident
 Back in control
 Safe
 Thankful
 Proud
 Grateful

MIDDLE SCHOOL ARTS AND HUMANITIES

New Musical Instrument

7. Imagine that you have designed a new musical instrument that is capable of producing delicate, high pitches.
 - a. Explain how the instrument works (produces sound).
 - b. Explain how it would be used in a musical ensemble or performing group.
 - c. Tell what existing instrument influenced your design.

Scoring Guide

SCORE	DESCRIPTION
4	Student's new instrument design is clearly appropriate for producing high-pitched sounds. Student clearly explains how it works and how it would be used in a musical group. Instrument identified as a model is clearly relevant to the design of the new instrument.
3	Student's new instrument design is generally appropriate for producing high-pitched sounds. Student generally explains how it works and how it would be used in a musical group. Instrument identified as a model is generally relevant to the design of the new instrument. Response may include minor inaccuracies.
2	Student provides a limited explanation of instrument's design, how it works, and/or how it is used in a musical group. Instrument used as a model may be apparent in the response or a drawing without being specifically named OR Student identifies an already existing instrument that produces the high-pitched sounds, explains how it works, and how it would be used in a musical group.
1	Student demonstrates minimal understand (e.g., student selects an already existing instrument that produces high-pitched sounds without explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

MIDDLE SCHOOL SOCIAL STUDIES

America's Diversity

8. Before the arrival of Europeans, North America was home to many different Native American peoples and cultures. Beginning in the 1600s, Europeans and Africans added to America's diversity. Today we live in a society that was shaped by each of these three groups, as well as by other groups who arrived later.
- a. Identify one contribution to American life made by each of the three groups listed below:
 - Native Americans
 - African Americans
 - European Americans (Spanish, English, German, Irish, ect.)
 - b. Explain why these contributions are still important in American life today. Use specific examples to support your answer.

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies one contribution to American life made by each of the three groups listed (Native Americans, African Americans, and European Americans). Student clearly explains why these contributions are still important today, using specific examples to support the answer.
3	Student identifies one contribution to American life made by each of the three groups listed (Native Americans, African American, and European Americans). Student generally explains why these contributions are still important today. OR Student identifies a contribution made by two of the groups listed (Native Americans, African Americans, and European Americans). Student clearly explains why the contributions are still important today, using specific examples to support the answer.
2	Student identifies one contribution to American life made by each of the three groups listed (Native Americans, African Americans, and European Americans). Student provides a limited explanation of why these contributions are still important today. OR Student identifies one contribution made by one or two of the groups listed (Native Americans, African Americans, and European Americans). Student generally explains why each contribution is still important today.
1	Student demonstrates minimal understanding (e.g., student identifies one contribution made by one or two of the groups listed and provides a limited explanation of its importance).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of contributions from Native Americans:

- Farming and foods – corn, bread, cacao, potato, vanilla, etc.
- Transportation – canoe, kayak
- Recreation – ball games, pow-wows
- Architecture – pueblo-style homes, tipi
- Religion/values – respect for nature, earth as mother, love and respect for animals
- Folklore/literature – stories, legends, myths, Native American as a figure in novels and movies
- Craft/arts – pottery, Kachina dolls, clothing, paintings, sculpture, jewelry
- Government – idea of federation from Iroquois federation

Examples of contributions from European Americans:

- Foods – wheat, fruits, livestock
- Transportation – wheeled vehicles, sailing ships, horses
- Recreation – horse racing, card games, dancing
- Architecture – wood and brick buildings
- Religion/values – Christian/Jewish religions, love of liberty, respect for individual
- Folklore/literature – literacy, printed books, Bible
- Crafts/arts – furniture making, painting, sculpture, fashion, classical music, folk music, opera
- Politics and government – English political tradition, legal system, constitutional self-government, political philosophy, political parties
- Technology – plow, shipbuilding, metal tools, Industrial Revolution
- Science – scientific method, experimental method
- Exploration of new lands
- European languages spoken in U.S., taught in schools

Examples of contributions from African Americans:

- Foods – rice cultivation
- Recreation – dance, story-telling
- Religion/values – gospel music, spirituals
- Folklore/literature --- folk tales, legends, myths, oral history, poetry
- Music – banjo, drums and drumming, ragtime, jazz, blues, rock, rap music
- Civil rights movement, confronting slavery and racism

MIDDLE SCHOOL SCIENCE

Newton's Laws of Motion

4. The brakes on a truck fail as it approaches a car stopped at a red light. Use Newton's first two laws of motion to explain what will happen when the truck collides with the car.

Newton's Law of Motion

1st Law: An object will stay in place until it is pushed or pulled; an object that is moving will keep moving in a straight line until it is pushed or pulled to change its speed and/or direction.

2nd Law: The more an object is pushed or pulled, the faster its speed and/or direction changes; the more massive an object is, the more resistance it has to change its speed and/or direction.

Scoring Guide

SCORE	DESCRIPTION
4	Using both of Newton's Laws of Motion, student clearly explains what will happen when the truck collides with the car.
3	Using both of Newton's Laws of Motion, student generally explains what will happen when the truck collides with the car.
2	Using both of Newton's Laws of Motion, student gives a limited explanation of what will happen when the truck collides with the car. OR Using one of Newton's Laws of Motion, student generally explains what will happen when the truck collides with the car.
1	Student demonstrates minimal understanding (e.g., student explains what will happen when the truck collides with the car but does not relate to Newton's Laws of Motion).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Answer Information:

Newton's 1st Law of Motion: The car will remain at rest until the truck hits it, and the truck will keep going until it hits the car.

Newton's 2nd Law of Motion: The effect of the collision on the car and the truck would depend on their relative masses. Since the truck has greater mass than the car, it will not stop immediately when it hits the car, but it will slow down, and/or change direction depending on the angle of impact. The car at rest will be set in motion by the force of the truck.

MIDDLE SCHOOL MATHEMATICS

Distance to the Door

5. Two small children were playing a game. The goal of the game was to be the first one to reach the door. The children started the game by standing 20 feet away from the door, and then they each took a turn doing the following:
- Child A moved **one half** the distance between herself and the door on each move.
 - Child B moved **one** foot toward the door on each move
- a. How far was each child from the door after the **first** move?
 - b. After **four** moves, which child was closer to the door? Show your work.
 - c. Child A claimed that the game was unfair because she would never reach the door. Explain why her statement is correct or incorrect.

Scoring Guide

SCORE	DESCRIPTION
4	Student scores 4 points.
3	Student scores 3-3.5 points
2	Student scores 2-2.5 points.
1	Student scores .5 –1.5 points. OR Student shows some understanding of multiplying fractions.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a:

Score 1 point Child A – 10 ft.
 Child B – 19 ft.

Part b:

Score 1 point Child A is closer

<u>Distances</u>		<u>Work</u>				
Child A – 1.25 ft.		A	10	5	2.5	1.25
Child B – 16 ft.	B	19	18	17	16	

OR

Score .5 point Makes a choice based on work that contains one calculation error
OR
 Gives distances but work not shown.

Part c:

Score 1 point Explains why her statement is correct: Child A will never reach the door. Taking half of a number greater than zero will never result in zero (or an equivalent statement).
OR
 Explains her statement is incorrect: The distance will eventually become too small to measure so she will reach the door (or an equivalent statement).

OR

Score .5 point Incomplete or vague explanation
OR
 Work that demonstrates understanding but no explanation is given.

Note: A “4” response may not have an incorrect label.